



Equality Statement

July 2019

Signed <i>H.E. Adams</i> <i>Andrew W</i>	
Position HEADTEACHER	CHAIR OF GOVERNORS
Staff Briefing	
Date : 24/9/18	
Committee: Finance, Personnel and Premises Committee	
Date : June 28/11/2018	
Full Governors meeting	
Date: 4th October 2018	
Committee: Finance, Personnel and Premises Committee	
Date : June 27/6/2019	
Amended ethnicity, gender and age profile data. Added objectives to include work on LGBTQ policy and practices and Global Teacher award to reflect emerging need within school	
Date for Review July 2020	



Introduction

The Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced by the Equality Act 2010.

By placing an equality perspective in all of our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours. This enables us to address the issues in creating an inclusive whole school environment.

Introduction

Bradfield Dungworth Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Every person has one or more of the protected characteristic; therefore the Act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, victimisation and by failing to make a reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including:

- local authorities
- schools, colleges and other state-funded educational settings including academies have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

Leadership

Within our school all staff and Governors at the school are responsible for ensuring that the school meets its duties under the Equality Act 2010.

Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of pupils or our staff.

Training

We will provide relevant training by using all suitable delivery methods.

Procurement and Contractors

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

Visitors to the School

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

Publishing the Statement

We will publish our statement **as a separate policy within school; on the school network signposted in Staff Share with Policies; and upon the school's website**

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms, to the Full Governing Board of the school.

Reviewing and Revising the Equality Statement

We will review and revise the Statement no later than four years from publication of this statement.

Annex 1

Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics.

In collating equality information we have:

- Identified evidence of what policies and practice are already in school and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed the effectiveness of our approach to equality.

Our equality evidence highlights:

Ofsted February 2016 report states:

'You take great care to identify when children need additional help. You work closely with other professionals and services to ensure that children and families receive the support they need.'

'Pupils' personal development, behaviour and welfare are at the heart of everyday school life.'

'New assessment and tracking systems are helping you to keep a close eye on the progress of all pupils and all key groups of pupils'

'Pupils have huge pride in their school and, although the school community prides itself on being like a family, much is done to help pupils learn about the wider world. This, amongst many other things, helps pupils to be well prepared for the next stage of their learning and lives.'

Age

- Our workforce profiling data highlights that the age profile for our school has risen to 45% of staff age 50+. This will continue to rise in 2020. The school recognises the opportunity and need to provision map staffing in order to succession plan for the next ten years.

Disability

- In June 2019 we have 1 child with a disability (ASD).
- In June 2019 we have 15% of children who have Special Educational Needs.
- In June 2019 10% children receive the Pupil Premium (FSM & Ever6)
- In June 2019 we have 1 member of staff who has declared a disability. We are mindful that staff can be reluctant to declare a disability.
- We have very limited space and an issue for the school is the lack of provision for a safe time out space for any pupils who should need it.
- We take a flexible approach towards making adjustments to support to support our staff who have a disability.
- Our curriculum and our assemblies include activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively. (see Assembly rota 2017-19)

Gender Reassignment

- All of our policies and procedures are based on the model policies of Sheffield City Council.

Marriage and Civil Partnership

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- We deliver strong teaching in PSHE which includes appropriate SRE (Sex and Relationship Education).

Pregnancy and Maternity

- All of our policies and procedures are based on the model policies of Sheffield City Council.

Race

- In June 2019 3% of our pupils is from a BME background.
- 3% of our pupils have English as an Additional Language (EAL)
- 0% of our staff is BME and includes both teaching and support staff.
- We have a lead member of staff for Global Citizenship and the International Dimension

Religion or belief

- We have frequent assemblies around religious observance. The curriculum includes visits to different places of worship on a rolling programme including church, synagogue, mosque, Sikh and Hindu temples

- We seek to include visitors from different faith backgrounds to supplement our strong RE curriculum which includes teaching and learning about Christianity and other world faiths following the Sheffield SACRE Syllabus for RE.

Gender

- In June 2019 47% of the pupils are boys and 53% of the pupils are girls.
- Our staffing profile is not gender representative. We have 1 male teacher and 5 female teachers. All our teaching assistants are female. We strive to add capacity within our school through volunteers. We have had a male TA volunteer and a male reading volunteer in 2018/19
- Our governing body is mixed and with 6 male and 5 female representatives.
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly

Sexual orientation

- Though we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies of Sheffield City Council and any member of staff or the Governing Board would be supported as necessary.
- We actively seek to eliminate the use of homophobic language and any incidents are recorded and reported to the Governing Board as part of the headteachers' termly report.

Cohesion

- As a school we have used the Social and Emotional aspects of Learning (SEAL) scheme of work as an approach to tackle bullying and to enable pupils to recognise and manage their own and other pupils' emotions and feelings.
- We have various events in school to celebrate diversity and to encourage interaction.
- We are investigating making links with a multi ethnic school with a focus on shared art projects. We have developed links with older members of our local community, both in terms of inviting such individuals into school for events and in terms of supporting the curriculum (e.g. WW1.) and reading volunteers.
- We welcome members of our community to work as reading volunteers to support literacy.
- The school has well-developed links with local businesses and shops and the local church.
- The school embeds local facilities and resources (eg. Our Cow Molly, Whirlow Hall Farm; Weston Park Museum, Castleton and Ravenstor Youth hostels) in its curriculum,
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work around Save the Children. We support Burngreave Food bank at Harvest Festival time

Inclusion

- We have a strong and flexible team of learning support staff. The SENDCo and HT engage in provision mapping in order to meet ongoing inclusion needs in the school.
- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, G&T and SEN) and develop action points for the school accordingly.

Equalities Objectives and Action Plan 2017-2020

Objective	Who is affected	Actions	Lead	Outcome	Rating
Support and tailored provision for pupils displaying complex emotional needs	Identified Pupils	<ul style="list-style-type: none"> • Identification of pupils requiring additional support • Further training for whole staff in working with children with complex emotional needs • Whole school training Attachment Disorder, Autism • Develop TA expertise in offering support and programmes for pupils experiencing anxiety or friendship difficulties e.g Friends 4 Life and Theraplay • Widen provision of lunchtime activities and clubs • Continued use of specialist CBT therapist for our most complex pupils • Increased use of MAST early help and Intervention service to access support for the most vulnerable pupils 	HT	Improved nurture capacity within the school enabling pupils with more complex needs to engage productively	Green
<p>Ongoing analysis of attainment and progress</p> <p>Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups</p>	Staff Pupils	<ul style="list-style-type: none"> • Termly analysis of pupil data – staff and HT • Half-termly Pupil Progress Meetings involving relevant staff • Flexible provision for vulnerable groupings • Active revision of groupings to meet needs – planning driven by outcomes • Increased specialist training and intervention 	Staff and HT	<ul style="list-style-type: none"> • Improved assessment for learning systems within school – involving ALL staff • Financial planning so that we have capacity to utilise specialist services and to increase expertise of own staff 	

Objective	Who is affected	Actions	Lead	Outcome	Rating
Mapping and analysing interventions for vulnerable groups, esp. SEN	Identified Pupils	<ul style="list-style-type: none"> • Increase understanding of intervention waves • Carefully chosen interventions at Wave 2 & 3 based on evidence based research • All TAs trained to deliver specific interventions • Respond to evaluation of interventions and provisions to increase outcomes and capacity giving value for money 	HT SENDCo	Develop greater coherence and an improved overview of provision within the school linked with outcomes demonstrating value for money alongside improved outcomes	
Maintaining and improving monitoring arrangements for bullying incidents	Pupils	<ul style="list-style-type: none"> • Maintain termly report of incidents to governing body • Maintain computer based systems of recording behavioural incidents 	HT PSHE leader	On-going identification and recording of bullying incidents, in order to monitor appropriately and continue with high regard of strong antibullying ethos	
Continue to develop links with other schools particularly schools with a wider ethnic , faith and cultural links both in Sheffield, in the UK and globally	Pupils Staff	<ul style="list-style-type: none"> • Global Teacher award Training booked for Spring Term 2020 	HT PSHE leader Global Citizenship leader	Pupils have an in depth understanding of the wider community and variety of faiths and cultures within Sheffield, UK and the world	
Respond to emerging issues nationally and within school Increase LGBTQ awareness and inclusion for all staff	Pupils Staff	<ul style="list-style-type: none"> • Staff to access Barnardos Positive Identities Training • Ability to offer gender neutral toilet facilities • Strategies to capture and act on pupil voice regarding LGBTQ • Review of School Policies 	HT PSHE leader	Staff and pupils have a greater awareness of diversity School Council are LGBTQ Ambassadors	

Objective	Who is affected	Actions	Lead	Outcome	Rating
Pupil voice	Pupils	<ul style="list-style-type: none"> • Maintain developments with regard to School Council • Opportunity for responsibilities across school - Sports Leaders, Peer mediators, fruit and milk monitors, band monitors • Healthy Minds Champions • Maintain Link Governor attendance for School Council • 2 Pupil Premium School Councillors (chosen by staff – not publicised) to expand representation on the school council – from 2017/18 • Pupil questionnaire carried out March 2019 • Subject leaders undertook pupil discussions to gain pupil voice for their subject 	HT	Maintain and further develop mechanisms to enable pupil voice and positive contribution within local and wider community	